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ABSTRACT

This study examined first-year teachers' ability to assess their students. The researcher collected lesson plans submitted by each of the Kentucky New Teacher Internship Program (K-TIP) interns in one county during 1996-97 and 1997-98. The lesson plans came from 32 elementary, 11 middle, and 7 high school K-TIP interns. The researcher copied lesson objectives and assessments as written by the teachers, using the information to prepare a research instrument for data collection. The research instrument contained 60 items, with both lesson objectives and assessment methods, as given by the K-TIP interns in their lesson plans. Trained K-TIP teachers (both regular and special education) were asked to participate in the study. The study examined the interns' ability to appropriately assess their students' performance on the lesson objectives. Participants completed the research instrument. Data analysis indicated that 23-68 percent of the assessment plans, written by the first-year teachers, were appropriate for their lesson objectives. Raters representing regular education considered 47-68 percent of the lesson objectives to have appropriate assessment plans. Raters representing special education ranked 23-68 percent of the assessment plans to be appropriate. The results show that from 1/3-3/4 of first-year teachers do not assess their instructional objectives appropriately. The research instrument is included in a table. (SM)

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ED 428 037

Evaluation Of First Year Teachers' Ability To Assess Their Lesson Objectives

presented

by

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Eastern Kentucky University
Richmond, Ky.

at

The Twenty Seventh Annual Conference of Mid-South Educational Research Association

New Orleans, La.

November 3-6, 1998

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This researcher has served as a teacher educator regularly since the implementation of the Florida Performance Measurement System (FPMS), now known as the Kentucky NewTeacher Internship Program (K-TIP) in 1985. Each year the research has noticed that the first year teachers, known as K-TIP interns, are deficient in their ability to assess their students' performance. Since the introduction of the Eight New Teacher Standards, which contain a separate standard on assessment, in the K-TIP program, this weakness has become more apparent. Therefore, this research was conducted to formally study the first year teachers' ability to assess their pupils.

Last year an Assistant Superintendent of a relatively large school district in south central Kentucky, where the researcher has been serving as a teacher educator for a number of years, was contacted to obtain permission for conducting a study to determine whether the first year teachers were able to appropriately assess their pupils' performance on the lesson objectives.

Methodology:

A copy of the first lesson plan submitted by each of the K-TIP interns in this county in the academic years 1996-1997 and 1997-1998, was obtained from the central office of the school district. These lesson plans, a total of 51, represented 32 elementary, 11 middle, and 7 high school teachers (K-TIP interns). Of these lesson plans the lesson objective(s) and the assessment as written by the teachers were copied. This information was used to prepare the research instrument (shown in Table 1) for the collection of data. The research instrument contained 60 items, lesson objectives and assessment, as given by the K-TIP interns in their lesson plans.

Insert Table 1 about here

Purposefully, the data was not broken down by the college or university from where these interns had graduated, or by their major or areas of emphasis, or by gender. The purpose was to study the interns' ability to appropriately assess their pupils' performance on the lesson objectives and not the evaluation of any teacher education program and no differences had been noticed on any of the other variables.

Next, the Chair of the Department of Curriculum and Instruction at a university in the region was contacted and was provided with a brief explanation of the study. She was asked to nominate four faculty members trained in K-TIP and currently serving on K-TIP committees, two each from elementary and secondary education, from the department who would be suitable to participate in the study. Of these, two were randomly selected. One had taught for 18 years while the other had eight years of experience. In the study they are called "regular educators".

The principal of a P-12 school affiliated with a regional university, was also approached. The purpose of the study was explained. The principal was asked to give names of four teachers, two each at the elementary and middle or high school levels, who would be suitable to participate in the study and who were trained in K-TIP and currently serving on K-TIP committees. Of these four two were randomly selected, one each at the elementary and the middle school level. The middle grade teacher had taught for 23 years and the elementary school teacher had six years of experience. In the study they are called regular education teachers.

The number of years of experience of the two regular education teachers and the regular educators were noted. The researcher then selected two faculty members, trained and currently serving on K-TIP committees, from the department of special education of the same university who best matched the number of years of experience with their regular education counter parts. Another faculty member in the department of special education was asked to identify four special education teachers, two each at the elementary and middle or high school level to match the number of years of experience of their counter parts in regular education and who were trained in K-TIP and were currently serving on K-TIP Committees. Of these two were randomly selected. One had taught special education for 25 years and the other had been teaching for seven years.

A total of eight educators; two each representing regular educators, special educators, regular education teachers, and special education teachers were thus identified. They served as raters in this study. Each rater was given the research instrument, shown in Table 1, and the rating form, shown in Table 2. Each rater was asked to put a check mark in the appropriate column if the proposed assessment was appropriate for the stated lesson objective or a check mark in the inappropriate column if the proposed assessment was not appropriate.

Insert Table 2 here

Data analysis

The total number of check marks in the appropriate and inappropriate columns given by each of the eight raters was counted and noted. These data are shown in Table 3.

Insert Table 3 here

An analysis of data showed that all eight raters agreed on eight items as being inappropriate (the proposed assessment for the objective was inappropriate) and on four items as being appropriate (the proposed assessment for the objective was appropriate). In other words, of the 60 items on the instrument there was 100% agreement among the raters on 12 items or 20%. One of the eight raters considered 4 of the 60 objectives to have an appropriate assessment. Two of the eight raters identified 5 of the 60 objectives to have an appropriate assessment. Three raters felt that the assessment given was appropriate in 6 of 60 objectives. According to four raters 8 of 60 objectives had an appropriate assessment. Five raters marked 11 items of the instrument to be appropriate. Six raters checked 7 of 60 items as having an appropriate assessment. And finally seven raters selected 7 of 60 objectives as having an appropriate assessment plan. These data are represented in Table 4.

Insert Table 4 here

The range of objectives which were deemed to have appropriate assessment plan, according to the 8 raters, was from 14 to 41 out of 60 items on the instrument. The range of objectives which were deemed to have inappropriate assessment plan, according to the 8 raters, was from 19 to 46. Another analysis was performed to compare the markings of raters who represented regular

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education with the markings of raters who represented special education backgrounds. The regular educators had a range of 28 to 41 while the special educators ranged between 14 to 41 in the appropriate marking. For the inappropriate, the ranges were 19 to 32 and 19 to 46 for regular and special educators respectively. These comparisons are shown in Table 5.

Insert Table 5 about here

Discussion

Assessment is one of the eight new teacher standards (Standard IV). It is also included either explicitly or implicitly in all other standards. The assessment standard reads as follows:
The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
The standard has five indicators which are:
(A) uses multiple assessment and sources of data, (B) makes appropriate provisions for assessment process that address diversity, (C) assesses student performance using the established criteria and scoring guides, (D) promotes student self-assessment, (E) systematically collects and maintains up-to-date records of student progress. The Standard and the indicators given in the standard appear to be clear.

Looking at the assessment plans as written by the K-TIP interns it appears that a majority of them perhaps do not pay attention to the language of the Standard. They perhaps read the indicators separately from the Standard. They do not have to concept of relating lesson objectives to lesson assessment or they do not know how to design an assessment plan to incorporate these indicators.

Students' performance is measured on a daily basis by all teachers whether they teach in special or regular education. It is a competency required of all teachers. According to the raters used in this study, of the 60 lesson objectives 14 to 41 (23 to 68 percent) assessment plans written by
K-TIP interns (first year teachers) to assess those objectives were appropriate and 19 to 46 (32 to 77 percent) were inappropriate. In other words, according to the raters of this study, from 1/3 to 3/4 of the first year teachers in this study did not know how to assess their lesson objectives.

This information may shed some light on the Kentucky Instructional Results Information System (KIRIS) assessment results. It is probable that a majority of students fall in the novice and apprentice range because they are not properly assessed by their teachers and do not get needed feedback, assistance, or remediation.

There is another factor of this study which deserves careful attention and that factor is the lack of agreement among the raters themselves on the appropriateness or inappropriateness of the given assessment for the stated lesson objectives. Regular educators marked 28 to 41 items to be appropriate and 19 to 32 items to be inappropriate. Special educator's marking ranged from 14 to 41 items as appropriate and 19 to 46 items as inappropriate. The discrepancy among the raters themselves raises some questions. Perhaps the educators themselves have their own individual definitions of "appropriate" and "inappropriate" and these definitions are quite different.

Since all raters were trained in the Kentucky Teacher Internship (K-TIP) program and have been regularly serving on K-TIP Committees it is hard to understand and interpret this wide discrepancy. Given this wide discrepancy it is possible that both at the preservice level and during the K-TIP internship year the interns are receiving different and perhaps even contradictory instruction and feedback from their instructors and committee members on this standard. It is probable that this contradictory and conflicting information is contributing to the interns' inability to plan and conduct appropriate assessment.

In recent years there has been considerable dialogue among educators about process and outcome. Many critics of the New Teacher Standards have expressed concern that the Standards place more emphasis on process at the expense of product. This view is reinforced when one reads the Standard and its indicators themselves. A review of the assessment plan as written by the K-TIP interns shows that a majority of them state how students will be assessed rather on what the students will be assessed. This problem may very well be contributed by the indicators of the Standard itself. The 1998 revision of the K-TIP Handbook gives the K-TIP model and uses the term "Impact" which is explained as "what effect did your action have". The 1998 K-TIP Handbook also includes a sample entry which says, *"assessment not related to learning goal"*. This revision may clarify the concept of assessment. On the other hand, it may appear to not relate to the indicators of this Standard.

Conclusions

According to the raters, overall, 14 to 41 of the assessment plans, written by the first year teachers in this southeastern state, were appropriate for their lesson objectives. Raters representing regular education considered 47 to 68 percent of the lesson objectives to have appropriate assessment plans. Raters representing special education rated 23 to 68 percent assessment plans to be appropriate. Given the wide range in the marking of the eight raters this researcher is unable to come to a definite conclusion on the ability of the first year teachers to assess their students. This wide range may have been contributed by the fact that the raters were not given a definition of appropriate or inappropriate. If a definition was given to the raters their ratings may have been different.

The Kentucky system of new teacher assessment is based on professional judgment. The raters were asked to rate the appropriateness of the assessment plans based entirely on their professional judgment. The disparity in the professional judgment evidenced in this study raises questions about the reliability and validity of the Kentucky new Teacher Internship program (K-TIP) itself. This disparity may itself be a reflection of the process-based and product-based orientations of the raters. It however raises questions about inconsistency in the feedback provided to the K-TIP interns by their committee members.

The results of this study are inconclusive but they are still useful. The results show that from 1/3 to 3/4 of the first year teachers do not assess their instructional objectives appropriately. This is a significant finding for teacher education programs to address at the preservice level. These results also point to the need for further refinement of the language of Kentucky New Teacher Standard IV. They also indicate a need for careful training of K-TIP committee members so the interns receive consistent feedback form them.

Table 1. The Research Instrument

	OBJECTIVES	ASSESSMENT
1.	Students will have a better understanding of telling time; measuring, recording and comparing lengths; and naming opposites.	Continual (individual) monitoring of students on each activity.
2.	Students will be able to follow direction, both oral and written. 1.2, 1.4 Students will be able to successfully complete a recipe. 2.30 Students will be able to evaluate the success of their cooking skills. 5.1 Students will be able to identify given words in a jumble of letters. 5	Each student's progress will be assessed individually as the lesson proceeds. In addition, the students, will assess the success of their cooking projects by evaluating their Jell-o eggs.
3.	The students will be able to correctly apply the inflectional ending, -ing to words in order to show action in the present.	Check for correct usage of the rule for adding the inflectional ending, -ing during circulation and also while checking papers.
4.	Students will be able to place objects by properties in a Venn Diagram.	Students will be assessed by actively participating during story, contributing to group discussion when learning about the Venn Diagrams, and completing a journal entry about the story.
5.	The students will be able to estimate and count successfully the number of items contained in a ziplock bag recording the results using place value.	I will assess the students informally throughout the lesson by asking questions. I will count out a specific number of candy pumpkins for the ziplock bags, therefore, I will check to see if the number counted matched my total. Finally, whether or not the students correctly placed the numbers on the their sheets.
6.	Students will be able to make a list of nouns plurals by adding "s" or "es."	Assessment will be on classroom participation and the independent seat work.
7.	The students will construct place value models ti represent numbers. Students will exhibit understanding of place value by writing numbers in standard form and expanded form.	Assessment will be based on observations of student's work in booklets, completing problems, and successful completion of the booklet.
8.	To add and subtract money values relating to a real situation. To find the total value of a collection of coins and bills.	Check the student's calculations to see if they get the correct amount of money. I will have a checklist and check off the calculations they get correct.
9.	To be able to repeat a given word and find a corresponding picture using only listening skills.	After each word I mark the score card by writing the actual word that I say, what the student says, the manner, voicing and placement of the initial and final consonant as well as the formation of the vowel sound. Each section will get a 1 if repeated correctly or a 0 if it is not. The score per each word is a possible 7. Then the total for all words will be placed at the bottom of the page.

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10.	Students will learn basic facts about the sun. Students will realize without the sun there would be no green plants. Students will know various ways the sun helps us. Students will realize that the sun is the largest star to the earth.	Questioning technique/Chart of facts..
11.	Students will be able to organize their thinking and create lists of equations using patterns.	Anecdotal records will be used to record students progress an ability to follow directions. I will be using equations and writings to assess their ability to communicate a problem solving activity. I will be looking to see how many different kinds of equations they can write. I will also evaluate whether or not their equations are correct statements.
12.	The students will be able to sort buttons according to color, size, or shape. The students will be able to construct a graph.	The teacher will look at how the students sorted the buttons. The teacher will use a checklist to show completion of the graph.
13.	The students will be able to identify antonyms.	I will assess the students informally through class participation and teacher observations. I will also look at antonym skills sheet to check for understanding.
14.	Students will be able to gain a better understanding about what kinds for persuasive articles are out there and notice some of their characteristics.	Teacher will check for understanding with the class when he orally reviews with the students, what the expected outcomes for the day were.
15.	The students will create a brochure or advertisement to convince others to go somewhere for spring break by using their creative writing assignment.	The students will be assessed by having the three requirements in the brochure (a picture, (drawn or photograph), facts about the place and correct grammar.
16.	To create a magazine related to health issues. To research materials pertaining to health issues of your group. To create an article for the magazine. To present the article to class.	The class will be given a grade as a whole. The magazine will be graded according to creativity, presentation, and quality of each group's piece and advertisement.
17.	The students will orally study and answer questions about the sample job application, and complete their own application for employment.	The students will be assessed on their understanding of job application forms by taking their tests after completing their job application. I will check their papers with them, as a group, if time allows. If not then we will check them the next day as a group.
18.	To learn features of block style letters. To process personal business letters in block format.	Circulate among students while working to review progress. 48B will be graded historically. Completed letter will be worth 20 points with each formatting mistake reducing by 2 points. Each keyboarding mistake will reduce by 1 point.
19.	Students will learn how stems are necessary to plants.	Students will be assessed in a variety of ways throughout the lesson. First, students will be assessed by correctly placing vegetables on the appropriate chart. Students will also be assessed by correctly finishing the "Plant WS" and working in cooperative groups to complete the "Celery Experiment." Finally, students will be assessed by successfully completing a journal entry including sentence or paragraph and a picture.

20.	Students will be able to define infectious diseases. Students will be able to describe the characteristics of sickness. Students will be able to generate a list of infectious diseases. Students will be able to list body parts which may be affected by an infectious disease.	Students will be assessed on their listening skills, students responses using prior knowledge, and writing skills (poetry writing).
21.	The student will name a person in the school. The student will tell what that person does in school. Trainers will write a story.	The created book. The children will individually report to the class about one person they chose. Second graders will share their stories.
22.	Students will predict what happens when vinegar and bicarbonate of soda are mixed. Students will predict what happens when vinegar and bicarbonate of soda are mixed in various sizes of containers.	Students will demonstrate their understanding of the scientific method by successfully completing one experiment and predicting the outcome.
23.	Each student will actively participate in oral discussion about the Southeastern States and apply his knowledge of directional terms to questions concerning this region.	Evaluations of this lesson will be completed as the teacher listens to student responses to oral questioning, through student evaluation of work when compared to that completed as a class on the overhead, and grading and recording of the individual work after it had been collected by the teacher.
24.	The students will be able to count to one dollar ($1.00) using different coin combinations.	Circulate room and ask students individually to tell coin names/values. Take up paper from #5 above to see if dollar combinations are correct.
25.	The students will be able to choose that would be appropriate to wear in the rain.	(Approximately 15 minutes). Upon completion of lesson, I will test each of the materials. The students can check their results with mine as I do the experiment on the overhead. Circulate to make sure that students are testing the different materials. Let students share their designs. Check to see if they have designed an item from the "Water and Weather" worksheet that would be appropriate to wear or use in the rain.
26.	Students will describe the laws that angered the colonist. Students will be able to describe how the colonists showed their anger toward British control. Students will be able to describe the First Continental Congress.	I will assess the student's comprehension and understanding of the lesson by the response and questions asked during the lesson. I will monitor and evaluate their performances on the poster activity. I will assess their responses on the quiz by checking for correct answers.
27.	To learn the reach technique for W and Right Shift. To combine smoothly W and Right Shift with other learned keys.	Circulation among students to check progress. No numerical grade taken on this particular day.
28.	After listening to the story, the students will work together to complete a story map chart. The student will also write about and illustrate their favorite part of the story.	I will informally assess the students for their understanding while reading the book. If the students were listening to the story and discussions, I will be able to tell. I will assess the students writing using the rubric that will focus on the child's use of inventive spelling, neatness, relating their work to the story, and the child's willingness to share with the class.

29.	Students will be able to recognize how singular and plural nouns are made possessive. Students will be able to correctly use singular and plural possessive nouns in their writing.	Students will be assessed by monitoring and assisting during group work. Students will be give a percentage grade according to the total number of correctly labeled possessive nouns on page 102. For example, 18/20 will be equal to 90%.
30.	Students will be able to distinguish between fact and opinion statements.	Checking the worksheet for accuracy. Asking individual students if something is a fact or opinion.
31.	Students will be able to use homophones correctly in given sentences.	Students will be assessed informally when they are at the board and have to make a decision as to which homophone to use in which sentence. Students will also be assessed through teacher observation, the completed handout, and the follow-up activity.
32.	The student will conduct tests and interpret results to determine if certain foods contain proteins.	I will informally assess the students during the testing procedure and class discussions. I will be looking for how well the students follow testing procedures and also how well they are understanding the concept of food chemistry. I will also assess the students written work by collecting their folder at the end of the week. I will be looking to see how the students created and completed their lab sheets. I will be able to tell what the students are learning about food composition by reading and evaluating their summaries of the tests.
33.	The students will work in cooperative groups to perform an experiment to determine if soda is less or more dense than water.	The teacher, through observation, conferencing during group time, and the Student Scientific Method sheet, will assess the student's understanding of density.
34.	Students will take part in a water cycle experiment and will construct a water cycle wheel model to exhibit this knowledge.	Assessment will be based on students oral responses and contents of the lab sheet.
35.	The student will be able to create a page for a class book by writing a sentence to describe a time when their relatives came to stay with them.	I will assess the students understanding using the page they created in class evaluating their performance of writing a complete sentence by taking the papers up at the end of the lesson. Second, I will use informal assessment throughout the lesson by asking questions. Finally, the students will use a self-assessment on how well they think they did on their papers.
36.	Students will estimate the number of seeds within a pumpkin that will be proved by the teacher. Students will individually relate their estimates to the teacher. The teacher will develop a bar graph to illustrate the estimates. Students will individually count seeds within their section of the pumpkin. Students will use individual methods of counting to count the seeds within their sections.	Teacher observation and student participation will be used to assess this lesson.
37.	The students will determine how to multiply two digits numbers by a two digit number by working samples on the board. The students will accomplish the activity by using mathematical ideas and procedures to reason and solve problems and also understand number concepts including the properties and logic of various mathematical systems.	The students will be evaluated by means of grading their worksheets and also by observing students at the blackboard working problems.

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38.	The student will create a picture by illustrating a story.	The teacher will check for correct objects in the created picture that tie into the story.
39.	Students will demonstrate knowledge in the addition of fractions with unlike denominators.	Students will hand in assignment given.
40.	To be able to call his/her home or school from the community if the need arises.	Data sheet will be utilized to determine the number of steps in the task analysis completed correctly.
41.	The students will define and measure volume, mass, and density. Describe what kind of boat they would build from the two given substances and why.	The class will be asked to write an essay about which type of the two materials they would use to build a boat. Also, what type of boat they would build and why. Examples:(houseboat, fishing boat, speed boat, canoe, etc). They will be told to keep in mind, wood is $22.00 a square yard and aluminum is $20.00 a square yard. These papers will be shared in class on the following day.
42.	Students will use colored pencils and graph paper to implement the problem-solving strategies of "Draw a Picture," and "Solve a Simpler Problem," an make connections to algebraic reasoning.	A portion of the following class period will be spent comparing/contrasting student performance on the quiz with the correct answers to the story problems. Students will be able to evaluate their own quiz responses through observations of teacher presentation of correct procedure/solution of problems.
43.	The student will review previous knowledge of The Sign of the Beaver. The students will learn new vocabulary words within their section. The students will read along silently with audio tape of story. The students will discuss story content. The students will complete a comprehension worksheet.	The students will complete selection comprehension worksheet, p. 107 for grade.
44.	Students will draw and calculate the area of various rectangles with the same perimeter.	The work will be collected the following class period and evaluated for student understanding of area and perimeter.
45.	To allow the students the opportunity to explore, create and market products of their choice relating to technology. -Product description -Target Market -Advertising (Design) -Sales	Teacher's rubric grading on each group Students rubric grading on each group Teacher observation of design work and marketing strategy Student's involvement in process (prior observation/ongoing) Teacher's evaluation of students writings
46.	Identify and describe the functions of the cell parts. Differentiate between plant and animal cells. Sketch a diagram of a plant and an animal cell.	Students will be assessed with a letter grade on their plant and animal cell drawings based on correct labeling, effort and detail. Students will be assessed with a percentage grade for the total number of correct answers on their cell structure an function work sheet.
47.	Students will write a business letter following format to practice for writing a letter to the Reviewer of their portfolio.	I will check letters for proper format and punctuation. Students will assess writing and letter to reviewer later on for proper format.
48.	Students will view a brief video that describes Western settlements. Students will participate in a brief role playing exercise that demonstrates the differences in the way that Native Americans and settlers regarded land and treaties.	Examine worksheets on Monday. Writing assignment (OER) at a later date.

49.	The students will review previously made time line. The students will label other points on time line. The students will discover events that lead into the Industrial Revolution. The students will be able to describe 1 of 5 new events from the Industrial Revolution.	Teacher will make notice of student involvement during class and will collect homework pg 347 on the following day.
50.	Students will be able to recognize a piece written to persuade the reader. Students will be able to identify common words and techniques that help the writer to persuade the reader. Students will be able to differentiate between positive and negative persuasions.	Assign students to read selected editorials and letters to the editor and identify the purpose of the entries.
51.	List "needs" versus "wants" in an individual basis, Identify factors that will influence the teenager's consumer choices. Apply the "pros" and "cons" of borrowing money to real-life situations.	Classroom observation and assignment.
52.	Students will be introduced to measuring by inches. Students will develop their abilities for estimating and measuring the lengths of various objects. Students will gain new knowledge of measurement through investigation. Students will be able to recognize and communicate what an inch is.	Students will demonstrate to teacher their ability to recognize and draw an inch on a piece of paper. Students will complete a worksheet which will be assessed by the teacher. Teacher use questioning technique as a form of assessment.
53.	To read "Make-Believe Animals" and complete comprehension worksheet.	Give additional examples. Slow the rate of presentation. Recognize and give credit for student's oral participation in class.
54.	To demonstrate knowledge of database by setting up and creating database from scratch. To integrate knowledge of word processing and database.	Students will be assessed using a checklist like the one included. This way the grade encompasses all aspects of the project.
55.	Students will participate in an activity that will explain te Missouri Compromise and the rise of sectionalism in the Nineteenth century.	Examine response to worksheet. Follow up discussion on Friday.
56.	The students will be able to follow Alexander on his speeding spree, and then determine how they would spend a dollar.	Circulate to make sure students are doing their work. Check to see that students are spending the same amount of money that Alexander spends. To check for understanding of the value of a dollar, ask the students to tell me what they could and would buy with a dollar.
57.	The students will be able to sort a group of objects by shape/color and show results of number of objects in each group in graph form.	Students will individually give words associated with the color green. Students will sort marshmallows and graph results on graph paper. Students will make up one math problem dealing with their particular graph, and then exchange papers and answer the problem.

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58.	The students will be able to complete extended number patterns using multiples of three.	Assessment of this lesson will take place in several forms. First of all, I will observe the number sentences they are writing as we work together with the shamrocks on the flannel board. A second assessment will occur later in the lesson as they are asked to complete a blank matrix with the multiples of three and check it by the one we did together on the overhead. Finally, I will look at the work they do on their individual class book pages to assess their comprehension at the end of the lesson.
59.	The students will illustrate various forms of fraction knowledge with marker boards. The students will be given a teacher constructed assessment over fractions. The students will return to completed work for self-assessment of progress.	When students have completed the assessment, the teacher will ask the students to get out their pen and to circle those problems they may have missed. The teacher will give the correct answers.
60.	Students will be able to recognize complete sentences.	All words will be read. I will go over the worksheet by reading everything and going over the directions. This will help those who are non-readers. There will be activities that are hands on to help those who are tactile learners.

Table 2. The Rating Form

Teacher Number	Proposed assessment **is** appropriate for the objective	Proposed assessment **is not** appropriate for the objective	Objective Number	Proposed assessment **is** appropriate for the objective	Proposed assessment **is not** appropriate for the objective	Objective Number	Proposed assessment **is** appropriate for the objective	Proposed assessment **is not** appropriate for the objective
1.			21.			41.		
2.			22.			42.		
3.			23.			43.		
4.			24.			44.		
5.			25.			45.		
6.			26.			46.		
7.			27.			47.		
8.			28.			48.		
9.			29.			49.		
10.			30.			50.		
11.			31.			51.		
12.			32.			52.		
13.			33.			53.		
14.			34.			54.		
15.			35.			55.		
16.			36.			56.		
17.			37.			57.		
18.			38.			58.		
19.			39.			59.		
20.			40.			60		

Please provide the following information about you.

Highest degree earned_____
How long have you taught?_____years
Please check one. ___elementary school teacher ____middle school teacher ____teacher educator

Table 3. The Data

	REG T		REG T		REG ED		REG ED		SED T		SED T		SED ED		SED ED	
Objective #	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I
1		X		X		X		X		X		X		X		X
2	X			X		X	X		X			X		X		X
3	X		X		X		X		X			X	X			X
4		X		X		X	X		X			X		X		X
5	X			X	X		X		X			X	X			X
6		X	X		X		X			X		X		X		X
7		X	X		X		X		X			X		X	X	
8	X		X		X		X		X		X		X		X	
9	X		X		X		X		X			X	X		X	
10		X		X		X		X		X		X		X		X
11	X		X		X			X	X			X	X		X	
12	X		X			X	X			X		X	X		X	
13	X		X			X	X			X	X		X		X	
14		X		X		X		X		X		X		X		X
15	X		X		X		X		X		X			X	X	
16	X		X			X	X		X			X		X	X	
17	X		X			X	X		X			X		X	X	
18	X		X		X		X		X		X			X	X	
19		X	X			X	X		X			X		X	X	
20		X		X		X		X		X		X		X		X
21	X		X		X			X	X			X		X	X	
22	X		X			X		X	X			X		X		X
23		X	X		X			X	X		X			X		X
24	X		X		X		X		X			X	X		X	
25	X		X			X		X	X			X	X			X
26		X	X		X		X		X			X		X	X	

	REG T		REG T		REG ED		REG ED		SED T		SED T		SED ED		SED ED	
Objective #	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I
27		X	X			X	X			X		X	X			X
28	X		X		X		X			X		X		X	X	
29	X		X		X		X		X			X		X	X	
30	X		X		X		X		X		X		X		X	
31	X		X		X		X			X	X		X		X	
32	X		X		X		X		X		X			X	X	
33	X		X		X		X		X		X		X		X	
34		X	X		X			X		X		X		X	X	
35	X		X			X	X		X			X	X		X	
36		X		X		X	X			X	X			X		X
37		X	X			X	X		X			X		X	X	
38	X		X		X			X	X			X		X		X
39		X	X			X		X		X		X		X		X
40		X	X			X		X	X		X			X	X	
41		X		X		X		X	X			X		X	X	
42		X	X			X	X		X			X		X		X
43	X			X	X			X	X			X		X	X	
44		X	X		X			X	X		X		X		X	
45	X		X		X			X	X		X			X	X	
46	X		X		X		X		X			X	X		X	
47	X		X			X	X		X			X	X			X
48		X		X		X		X		X		X		X		X
49		X		X		X		X		X		X		X		X
50		X		X		X		X		X		X	X			X
51		X		X		X		X		X		X		X		X
52	X			X		X	X		X			X	X		X	
53		X		X	X			X		X		X		X		X
54		X	X			X	X		X			X		X	X	

	REG T		REG T		REG ED		REG ED		SED T		SED T		SED ED		SED ED	
Objective #	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I
55		X	X			X		X	X			X		X		X
56	X		X			X	X		X			X	X			X
57	X			X	X			X	X			X		X		X
58	X		X		X		X		X		X		X		X	
59		X		X		X	X		X			X		X		X
60		X		X		X		X		X		X		X		X
TOTAL	32	28	41	19	28	32	35	25	41	19	14	46	21	39	32	28

Table 4. Agreement among Raters

No. of raters (Total = 8)	No. of objectives (Total = 60)	Rating
8	8	Inappropriate
8	4	Appropriate
7	7	Appropriate
6	7	Appropriate
5	11	Appropriate
4	8	Appropriate
3	6	Appropriate
2	5	Appropriate
1	4	Appropriate

Table 5. Ranges & percentages of appropriate and inappropriate assessment plans

	No. of objectives	Range	Percentage
Appropriate	**60**	**14 - 41**	**23 - 68**
Reg. Ed.	60	28 - 41	47 - 68
Spec. Ed.	60	14 - 41	23 - 68
Inappropriate	**60**	**19 - 46**	**32 - 77**
Reg. Ed.	60	19 -32	32 - 53
Spec. Ed.	60	19 - 46	32 - 77